

Title: How and why does pilgrimage change lives? YEAR GROUP 5

ABOUT THIS UNIT:

This unit is about the committed practice of many members of faith communities to complete a pilgrimage or sacred journey. Where do they go? What happens and why? Pupils should learn about pilgrimage in at least two religions. For Muslims it is an obligation and it is also an important aspect of the practice of members of other faiths. These ideas could be adapted to cover examples of sites for Hindus, Buddhists, Christians, Jews or Sikhs. The unit might provide opportunities to use ICT and to meet members of faith communities who have been on a pilgrimage.

Estimated time for this unit (in hours) 6- 8 hours, depending the number of sites chosen in the unit

Where this unit fits in:

Following the unit on the five pillars of Islam, this unit makes opportunities for a deeper consideration of Hajj and its significance, including the stories of the Prophets that lie behind the pilgrimage. Space is made for teachers to give an example of sacred journeys from Christianity or another faith as well. The theme of life as a journey, and of what might be called a 'spirituality of space' is developed throughout the unit.

KEY STRANDS ADDRESSED BY THIS UNIT

Religious practices and ways of life
Values and commitments

ATTITUDES FOCUS

- Self Awareness - Becoming increasingly sensitive to the impact of their own ideas
- Respect for All - Being ready to value difference and diversity for the common good
- Open Mindedness - Being willing to learn and gain new understanding

Prior learning	Vocabulary	Resources
<p>It is helpful if pupils have: Thought about places that inspire particular feelings or experiences (link to Geography) Studied the units on Islam from Y1-4 that introduce pilgrimage.</p>	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Muslim Religion: Hajj Hajji Makkah Prophet Ibrahim Ishmail Ummah</p> <p>Religion in General: Pilgrimage Sacred Spaces Worship Remembrance</p> <p>Religious & Human Experience: Change Life changing</p>	<p>An excellent picture gallery of the hajj, with contemporary photos: http://www.anwary-islam.com/mecca-pic/index.htm www.googleearth.com This site enables pupils to look at live or near live satellite images all over the earth, including their own inspiring places and some places of pilgrimage.</p> <p>Christian pilgrimage: some useful materials for KS2 at www.request.org.uk www.iona.org.uk is a useful site for learning about Christian pilgrimage http://www.walsinghamanglican.org.uk/education/what_youngsters_think.htm is a good starting point for a study of the Christian pilgrimage at Walsingham.</p> <p>Also use http://www.walsingham.org.uk/romancatholic/history.html to see how a site of Christian pilgrimage has developed in 1000 years.</p> <p>RE Today Services (www.retoday.org.uk) publish relevant items:</p> <ul style="list-style-type: none"> ➢ Islam: A Pictorial Guide ➢ Say Hello to... (Interactive Cd and book) ➢ Developing Primary RE: Faith Stories <ul style="list-style-type: none"> • A good selection of books about the Hajj can be obtained from The Festival Shop (www.festivalshop.co.uk), including: <ul style="list-style-type: none"> ➢ Big Book - Holy Places : Makkah ➢ Big Book - Festival Stories: Hajj Stories ➢ Holy Places : Makkah ➢ SLP - Islamic Calligraphy Posters - Pack of Six ➢ Great Religious Leaders - Muhammad and Islam • Iman Publishing: authentic books for pupils telling stories of the Prophet from the Qur'an. info@iman-publishing.co.uk • A useful website: Islamic artefacts (images): www.strath.ac.uk/Departments/SocialStudies/RE Choose 'research', 'Islam' and 'Images' to see about 50 images. • DVD - Animated World Faiths includes a good item about the life of

the Prophet

- BBC Broadcast (also available on DVD / Video) Pathways of Belief, Islam 2 programmes, one on Allah as creator and provider, one on living as a Muslim. The 'Watch – Islam' programme may be useful in part but is for younger children. . www.bbc.schoolshop
- Spirited Poetry (2006, RMEP) has some superb poems about life as journey by pupils.

Contributions to spiritual, moral, social and cultural development of pupils

Pupils will have opportunities to develop:

- Spiritually by learning about and reflecting on the important concepts, beliefs and experiences of those who go on pilgrimage as part of their religious practice
- Morally by developing their own views on concepts such as forgiveness and inspiration
- Socially by considering how religious beliefs lead to particular actions
- Culturally by encountering ideas and people from different cultures and considering the Islamic idea of a worldwide Ummah that is found in many cultures.

EXPECTATIONS: At the end of this unit

Nearly all pupils will be able to work at level 3:

- Describe the events of the hajj and a pilgrimage in another religion,
- Recognise some similarities and differences between different pilgrimages.
- Make links between the values and commitments of pilgrims and their own values and commitments

Many or most pupils will be able to work at level 4:

- Show an understanding of the diverse reasons for people going on pilgrimage and the potential impact on a pilgrim's life.
- Describe similarities and differences that they have encountered in pilgrimages in two religions.
- Ask questions about the values and commitments of pilgrims
- Describe what would inspire them to take an important action.

Some pupils may be able to work at level 5:

- Explain how completing a pilgrimage can make a difference to a believer's life.
- Understand similarities and differences in the ways that pilgrimages are practised and suggest possible reasons.
- Explain what influences them.
- Express their own views on the challenges of completing a pilgrimage.

ASSESSMENT SUGGESTIONS

During the unit, opportunities exist for assessment when pupils:

- Describe the places of pilgrimage and link the associated narrative or events with them and outline some reasons why they are important for pilgrims
- Write postcards home 'as if from a pilgrim'
- Talk about matters such as forgiveness and inspiration
- Use a writing frame to list, describe and possibly explain similarities and differences between Hajj and another pilgrimage.

If a final assessment is required in this unit pupils could:

- Pupils in pairs can make a 'track game' for dice and counters with 70 – 80 squares on it. This makes the metaphor of life as journey concrete. They should write in some chance cards (you never know what will happen) and put forfeits and bonuses on some of the squares. They might have a 'multi path' track, with a Muslim path through life and another track of their choice.
- Write a commentary to go with the game, answering questions about life as a journey.

Or:

- Ask pupils to draw a life map for themselves or a person they know well, using symbols to represent different types of event.
- Write a commentary to go with the life map, answering some simple questions about life as a

journey

In a good piece of work, the narrator will be able to reflect the pupil's own thoughts and attitudes. This exercise should be modelled and scaffolded.

Key questions	LEARNING OBJECTIVES Pupils should learn:	TEACHING AND LEARNING	LEARNING OUTCOMES Pupils	WIDER LEARNING
<p>What makes a place special? What makes a place sacred?</p>	<p>That some places are of particular significance in the religious life of some people</p> <p>That humans are often inspired by places.</p> <p>That an inspiring place may have natural, historic or religious significance</p>	<p>Seven places to go before we die:</p> <ul style="list-style-type: none"> Start this unit with this activity: get pupils to identify their own 'wonders of the world'. They could be natural, human-made, a mixture. Can they choose a place for each of these: excitement, fun, love, faith, peace, inspiration, memory? They could choose images from the web to illustrate them, giving reasons for choices. Do a class drama activity based on a magic carpet ride: where is it wonderful to even imagine visiting? Discuss with the pupils the concept of a journey. What special journeys have they made? How long did the journey take? Who were their companions? How did they feel when they arrived? Categorise the journeys suggested by the class and, in small groups, decide which are the most important journeys and why. Pupils recount, using prescribed writing scaffolding a special journey they have made. Ensure that consideration is given to the purpose of the journey Interview adults to find out about their most meaningful journeys. Agree questions in class and conduct interviews in pairs. Report findings to the class. This is a good RE homework activity. Introduce concept of pilgrimage and distinguish between a tourist and a pilgrim 	<p>Can express their own aspirations to travel and see the world, and explore the meanings that places have for us</p> <p>Can express the significance of the most notable journeys in own lives</p>	<p>It is easy to make links to the skills of the geography curriculum in this unit.</p> <p>Scaffolded writing connects with work in literacy: RE asks for sophisticated imagination and expression in this unit, as does the literacy strategy in Y5.</p>
<p>Why are there places of pilgrimage?</p>	<p>About the importance of a variety of places to Christians. in detail about two Christian places of pilgrimage</p> <p>An alternative approach to</p>	<p>Pilgrimage in a different religion (Example: Christianity)</p> <ul style="list-style-type: none"> Show pictures of places where Christians go on pilgrimage, e.g.: Walsingham, Lourdes, Bethlehem, Jerusalem, Iona, etc. Compare the different reasons pilgrims have for setting out on their journeys. Study one Christian place of pilgrimage in detail, e.g.: Lourdes (or Walsingham, Iona.) Read the story of Bernadette to the 	<p>Explain why pilgrimage is important to many Christians (or members of another faith).</p> <p>Describe aspects of the life of Bernadette</p>	<p>Arrange to have some web links readily available either as bookmarked sites on the browser or via the school</p>

	<p>this unit could use Hindu or Sikh sacred journeys here instead of Christian ones.</p>	<p>pupils – imagine you met Bernadette, what questions would you want to ask her?</p> <ul style="list-style-type: none"> • Pupils to make strings of remembrance beads for themselves. How many things in life must not be forgotten? Choose words, people, places, days and design and make a bead string for these. Explain that the Christian rosary is used to pray and to think about times in Jesus' life which were joyful and sorrowful. • Pupils choose a second example to research, (possible suggestions include Jerusalem or Rome or Walsingham or Lindisfarne or Iona) using the same pattern as the study of Lourdes. • Tabulate places of pilgrimage, reasons for their importance, who goes there and why? Attend to similarities and differences • Pupils display or present their own research to the class. 	<p>and how these are marked in a pilgrimage to Lourdes.</p> <p>Describe another Christian pilgrimage</p>	<p>intranet.</p> <p>If possible, invite a person who has completed a pilgrimage to meet the pupils and discuss the experience</p>
<p>Why do Muslims visit Makkah?</p>	<p>About the Hajj.</p> <p>About the importance of the story of Ibrahim and Ishmail to Muslims on Hajj.</p> <p>About the importance of Hajj to a member of the Muslim community</p> <p>To reflect on experiences of peace and forgiveness</p>	<p>The purposes of the Hajj</p> <ul style="list-style-type: none"> • Explain why Muslims go on Hajj. Mention the five pillars and the obligation of pilgrimage in Islam. Read the story of Abraham and Ishmail to the pupils. Show the pupils a world map. Where is Makkah? How far away from the school is it? Pack a suitcase with the class, containing everything needed for the Hajj. • Pupils to produce a large map of the places visited on Hajj, with written explanation of the stories associated with each place. • Give each pupil up to five postcards. Write to a friend or relative describing five important events on Hajj and their feelings associated with them. • Dress a model in Ihram and explain the importance of dress to the pilgrimage. • Talk about impact of hajj on pilgrims. Why do so many people go to Makkah? • Discuss pupils' experiences of and ideas about peace and forgiveness 	<p>Retell the story of Ibrahim, Hagar and Ishmail.</p> <p>Compare ideas about the difficult questions raised by the story of Abraham, Hagar and Ishmael</p> <p>Describe the key moments of Hajj.</p> <p>Explain how the religious practice of Hajj makes a difference to Muslims.</p>	<p>Hajji (male Muslims who have completed their hajj – what about the women? Haja?) often express a sense of peace and forgiveness achieved through the experience</p> <p>If possible, invite a person who has been on pilgrimage to talk about it and answer questions.</p>
<p>Does Hajj change lives?</p>	<p>That pilgrimage may have a deep impact on people's ways of life</p>	<p>What difference does the journey make?</p> <ul style="list-style-type: none"> • Ask pupils to recall all the comments of Hajjis and other pilgrims that they have heard. • Ask them to think in pairs about the following: Does Hajj change: ➤ The way a person feels about the Prophet? 	<p>Describe, understand or explain the impact of pilgrimages on people's lives.</p>	<p>Links to Geography may be helpful here.</p>

		<ul style="list-style-type: none"> ➤ The way a person behaves in the family? ➤ What a person believes about Allah? ➤ A person's determination to be a good Muslim? • What about the impact of a different pilgrimage from another religion? Same or different? 		
Is life like a journey?	<p>That people's lives follow different paths in the search for meaning and purpose.</p> <p>The importance of pilgrimage and the associated certain practices for members of faith communities</p> <p>The metaphor of 'journey' applied to their own lives.</p>	<p>How is life like a journey?</p> <ul style="list-style-type: none"> • Discuss and develop with pupils the metaphor of life as a journey. What are the paths, milestones, signposts, guidebooks and maps? What are the motorway service stations on the journey? What are the highpoints and the worst moments of the journey of life? Where does it lead? • Pupils in pairs can make a 'track game' for dice and counters with 70 – 80 squares on it. This makes the metaphor of life as journey concrete. They should write in some chance cards (you never know what will happen) and put forfeits and bonuses on some of the squares. • Ask pupils to draw a life map for yourself or a person that you know well, using symbols to represent different types of event. • Write a commentary to go with the life map. • Religions as maps, signposts or guidebooks: develop the metaphor to explore the idea that religions show you how to find your way through life's paths. Design a set of cards in the form of signposts to show how religious faith can help to direct some people on their life journey. • Pupils write poems based on sad / happy / inspiring / turning point events. They might use the title 'Life's like a journey' and the metaphor of 'ups and downs'. 	<p>Describe key events or milestones in life and make connections with religious teaching from traditions exemplified in this unit.</p> <p>Respond to questions about meaning and purpose in the context of the religions used as examples in this unit</p>	<p>There are potential links with D&T in this activity.</p>